



## THE CATHOLIC UNIVERSITY OF AMERICA

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**SSS 725**

### **TRANSPERSONAL THEORY AND SOCIAL FUNCTIONING**

Spring 2008

(3 credits)

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#### **I. COURSE PURPOSE**

The purpose of this course is to introduce transpersonal theory as a framework for social work practice and examine its utility for both explanation and change in regards to human behavior and social functioning. Transpersonal theory explicitly recognizes spirituality and transcendental needs as intrinsic aspects of human nature, and emphasizes their role in the myriad experiences and life challenges inherent to the human condition. It is based on the principle that human beings possess developmental capacities that can lead to greater wholeness and integration beyond attainment of the mature ego and self-actualization. As one of the three combined Masters/Doctoral advanced clinical theory courses, *Transpersonal Theory and Social Functioning* presents the major conceptual underpinnings of transpersonal theory, provides an overview of its historical development and contemporary theorists, and explores the application of the theory to social work practice. Grounded in scholarly literature, lecture, discussion, and experiential and contemplative exercises, the course challenges students to critique transpersonal theory within the context of social work ethics and values and the profession's commitment to diversity and social and economic justice.

#### **II. EDUCATIONAL OBJECTIVES**

**Upon completion of this course, students will be able to:**

1. Demonstrate understanding of the conceptual framework underpinning transpersonal theory, including identification of its major assumptions and the particular role of consciousness.

2. Articulate the relationship between transpersonal theory and spiritually-sensitive social work practice.
3. Trace the historical development of transpersonal theory and identify the contributions of various theorists to this development.
4. Describe the major tenets of transpersonal theories presented in the course, including both developmental and practice theory approaches.
5. Articulate the unique components of the transpersonal perspective as differentiated from other major psycho-social perspectives.
6. Delineate the explanatory and change concepts of transpersonal theory and apply both to social work practice.
7. Identify aspects of spiritually-sensitive practice, including practice goals, context, and the nature of the helping relationship.
8. Understand different approaches for spiritually-inclusive assessment of human development, functioning, and well-being.
9. Understand various transpersonal or spiritually-oriented social work interventions and identify and apply ethical guidelines for their use.
10. Understand strategies for working with clients' diverse religious and spiritual support systems, including aspects of referral and collaboration.
11. Demonstrate an understanding of the ethics and values integral to the transpersonal perspective that are in accord with a bio-psycho-social-spiritual orientation of social work.
12. Identify the linkages between social work practice grounded in transpersonal theory and professional commitment to social and economic justice.

### **III. COURSE REQUIREMENTS**

#### **A. Required Texts/Readings**

Becvar, D. S. (1997). *Soul healing: A spiritual orientation in counseling and therapy*. New York: Basic Books.

Canda, E R., & Furman, L. D. (1999). *Spiritual diversity in social work practice: The heart of helping*. New York: The Free Press.

Canda, E. R., & Smith, E. D. (2001). *Transpersonal perspectives on spirituality in social work*. New York: Haworth Press.

Cortright, B. (1997). *Psychotherapy and spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: SUNY Press.

Other **Supplemental Readings** are also assigned throughout the course (see Class Schedule).

#### B. Recommended Texts

Fowler, J. F. (1981). *Stages of faith: The psychology of human development and the quest for meaning*. San Francisco: Harper.

Griffith, J., & Griffith, M. (2002). *Encountering the sacred in psychotherapy*. New York: Guilford Press.

Washburn, M. (2003). *Embodied spirituality in a sacred world*. Albany: SUNY Press.

Wilber, K. (2000). *Integral psychology: Consciousness, spirit, psychology, therapy*. Boston: Shambhala.

#### C. Other Recommended Resources and Media

*Journal of Religion and Spirituality in Social Work: Social Thought*. (Journal edited by NCSSS Professor Dr. Fred Ahearn and published by Haworth Press.)

[www.ssw.asu.edu/spirituality/sssw](http://www.ssw.asu.edu/spirituality/sssw) (Society for Spirituality and Social Work website. Information on organization, which is open to students, practitioners, and faculty. Also has on-line journal and information about conferences.)

[www.adherents.com](http://www.adherents.com) (Website with over 41,000 statistics on religious adherents and links to other major sites on diverse religious and spiritual traditions)

[www.arda.com](http://www.arda.com) (Association of Religion Data Archives: website with over 350 data files on U.S. and international religions/spiritual traditions)

[www.religioustolerance.org](http://www.religioustolerance.org) (Religious Tolerance website, promoting religious tolerance as a human right; contains comparative descriptions of world religions and spiritual paths and links to other related sites.)

#### D. Course Assignments

Detailed instructions for all written assignments are included at the end of this syllabus. Assignments are to be submitted to the instructor on the due date, unless prior arrangements have been made. Grades will be marked down one-third of a letter grade

for each day the assignment is late.

**Assignment #1. Self-Reflection Journal.** Students will complete **6 journal entries** that focus on their reactions/ responses to both class readings and class activities and their experiences with a selected contemplative practice. **DUE: See Course Outline and Instructions.**

**Assignment #2. Theorist Review.** In consultation with the instructor, each student will select a major work by a transpersonal theorist of their choice and will complete a critical review of this work. **DUE: Class 9**

**Assignment #3. DUE: Class 13**

**Option #1:** Conceptual Framework for Practice;

**Option #2:** Literature Critique of Selected Topic; or

**Option #3:** Application of Transpersonal Theory to Clinical Practice (Scholarly Paper).

**MSW students** may choose any one of the three options for their 3<sup>rd</sup> assignment. **Doctoral students** must choose Option #3 (Scholarly Paper).

**Attendance/Class Participation.** Students are expected to be engaged participants and co-learners in this course. Class participation will be assessed by attendance and contributions to class discussions and activities.

E. Grading Policy

Assignment #1: Self-Reflection Journal	<b>30%</b>
Assignment #2: Theorist Review	<b>20%</b>
Assignment #3: 1 of 3 Paper Options	<b>40%</b>
Attendance/Class Participation	<b>10%</b>

F. Course and Instruction Evaluation:

NCSSS requires electronic evaluation of this course and the instructor.

At the end of the semester, the evaluation form may be accessed at

<http://evaluations.cua.edu/evaluations> using your CUA username and password.

Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to this feedback.

G. Attendance and Participation

Students are expected to attend all class sessions and to arrive to class on time. If you know you must be absent for a particular session, please notify the instructor in advance. If absent due to illness, please notify the instructor as soon as possible.

Students are responsible for obtaining any class notes or other materials missed due to absence. Unexcused or multiple absences will result in a reduction of the final grade.

Students are expected to read all required readings listed on the course outlines and be prepared to participate in classroom discussions and exercises. Students are also expected to take responsibility for being an active part of the learning experiences for themselves and others.

#### IV. CLASS EXPECTATIONS

A. Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

C. Accommodations:

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

### Class Schedule

[Readings from required textbooks indicated by **Text**; Supplemental readings indicated by **SR**. Full citations for Supplemental readings listed at end of syllabus.]

CLASS	CLASS TOPIC, READINGS AND DUE DATES FOR ASSIGNMENTS
1	<p><b>Introductions and Overview of Course; Knowledge and Research Paradigms; Multiple Ways of Knowing</b></p> <p style="text-align: center;"><b>UNIT I: CONCEPTUAL FRAMEWORK</b></p>
2	<p><b>The Four Forces of Psychology/Psychotherapies; The Perennial Philosophy; Major Assumptions of Transpersonal Theory</b>  <u>Readings:</u> <b>Text:</b> Cortright, <i>Basic assumptions</i> (pp. 7-23); <b>SR:</b> Cowley, <i>Transpersonal social work: A theory for the 90s</i> (pp. 527-534)</p>
3	<p><b>The Meaning of Spirituality for Self and Others</b>  <u>Readings:</u> <b>Text:</b> Canda &amp; Furman, <i>The meaning and significance of spirituality</i> (pp. 37-76); <b>Text:</b> Carroll (in Canda &amp; Smith), <i>Conceptual models of spirituality</i> (pp. 5-21)</p>
4	<p><b>Transpersonalism and Spiritually-Sensitive Social Work Practice</b>  <u>Readings:</u> <b>Text:</b> Cortright, <i>The psycho-spiritual framework</i> (pp. 25-49); Becvar, <i>The spiritual path</i> (pp. 27-49) &amp; <i>The road to soul healing</i> (pp. 51-73); Leight (in Canda &amp; Smith), <i>Transpersonalism and social work practice: Awakening to new dimensions for client self determination, empowerment, and growth</i> (pp. 63-76); <b>SR:</b> Sheridan, <i>Religious and spiritual issues in practice</i> (pp. 567-571)  <b>***DUE: Journal Entry #1</b></p>
5	<p><b>The Role of Consciousness in Transpersonal Theory</b>  <u>Readings:</u> <b>Text:</b> Cortright, <i>Consciousness</i> (pp. 51-60), <i>Meditation and psychotherapy</i> (pp. 123-153), &amp; <i>Altered states of consciousness</i> (pp. 181-204)  <b>SR:</b> Brenner &amp; Homonoff, <i>Zen and clinical social work practice: A spiritual approach to practice</i> (pp. 261-269)</p>
<b>UNIT II: MAJOR CONTRIBUTORS TO TRANSPERSONAL THEORY</b>	
6	<p><b>Early Pioneers: James, Jung, Maslow, &amp; Assagioli</b>  <u>Readings:</u> <b>Text:</b> Cortright, <i>Approaches to transpersonal psychotherapy</i> (pp. 81-84, 95-97); <b>SR:</b> Taylor, <i>William James and</i></p>

*transpersonal psychiatry*, (pp. 21-28); Scotton, *The contribution of C.G. Jung to transpersonal psychiatry* (pp. 39-51); Battista, *Abraham Maslow and Robert Assagioli: Pioneers of transpersonal psychology* (pp. 52-61)

\*\*\*DUE: Journal Entry #2

- 7 **Transpersonal Developmental Theories: Fowler, Wilber & Washburn**  
Readings: Text: Cortright, *Approaches to transpersonal psychotherapy* (pp. 64-81, 64-90); **SR:** Sheridan, *The spiritual person* (pp. 229-248); Washburn, *The spiral path: A stage view* (pp. 13-36)

- 8 **Transpersonal Practice Theories and Practice Models**  
Readings: Text: Cortright, *Approaches to transpersonal psychotherapy* (pp. 97-120); Clark, *Listening for meaning: A research-based model for attending to spirituality, culture, and worldview in social work practice*

\*\*\*DUE: Journal Entry #3

### UNIT III: APPLICATIONS OF TRANSPERSONAL THEORY TO SOCIAL WORK PRACTICE

- 9 **a) Goals and Context of Practice; The Nature of the Helping Relationship**  
Readings: Text: Becvar, *Acknowledging connectedness* (pp. 77-101); Cortright, *Principles of transpersonal practice* (pp. 229-243); **SR:** Canda & Furman, *Creating a spiritually sensitive context for practice* (pp. 183-213); Benedict, *Creating sacred space with clients* (p. 3).  
**b) Practice Exemplar: Substance Abuse and Addictions**  
Readings: SR: Moxley & Washington, *Strengths-based recovery Practice in chemical dependency: A transpersonal perspective* (pp. 251-262).

\*\*\*DUE: Theorist Review

- 10 **a) Assessment and Addressing Transpersonal/Spiritual Issues in Practice**  
Readings: Text: Canda & Furman, *Understanding and assessing spiritual development* (pp. 214-250); Cortright, *Spiritual emergency* (pp. 155-179); Becvar, *Suspending judgment* (pp. 103-125)  
**b) Practice Exemplar: Death, Illness, and Other Losses**  
Readings: Text: Smith (in Canda & Smith), *Alleviating suffering in the face of death: Insights from constructivism and a transpersonal*

*narrative approach* (pp. 45-61); Canda (in Canda & Smith), *Transcending through disability and death: Transpersonal themes in living with cystic fibrosis* (pp. 109-134).

**\*\*\*DUE: Journal Entry #4**

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**a) Transpersonal and Spiritually-Oriented Practice Interventions**

Readings: Text: Canda & Furman, *Spiritually sensitive practice skills and techniques* (pp. 282-312); Becvar, *Trusting the universe* (pp. 127-151)

**b) Practice Exemplar: Trauma**

Readings: SR: Lubin & Johnson, *Healing ceremonies* (pp. 38-39, 64-67)

Sheridan, Honoring angels in my path: Spiritually sensitive group work with persons who are incarcerated (pp. 31-50)

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**a) Working with Clients' Diverse Religious/Spiritual Sources of Support: Referral and Collaboration**

Readings: Text: Becvar, *Creating realities* (pp. 153-175); SR: Bilich & Carlson, *Therapists and clergy working together: Linking the psychological with the spiritual in the treatment of MPD* (pp. 3-11); Dosser, Smith, Markowski, & Cain, *Including families' spiritual beliefs and their faith communities in systems of care* (pp. 63-78); Nakhaima & Dicks, *Social work practice with religious families* (pp. 360-368).

**b) Practice Exemplar: Interpersonal Relationships**

Readings: Text: Derezotes (in Canda & Smith), *Transpersonal social work with couples: A compatibility-intimacy model* (pp. 163-174)

**\*\*\*DUE: Journal Entry #5**

13

**a) Ethical Dilemmas and Guidelines**

Readings: Text: Becvar, *Walking the path with heart* (pp. 177-201); Cortright, *Selected topics in transpersonal psychotherapy* (pp. 205-226)  
SR: Canda, Nakashima, & Furman. *Ethical considerations about spirituality in social work: Insights from a national qualitative study* (pp. 27-35)

**b) Practice Exemplar: Stress Reduction and Wellness**

Readings: SR: Kabat-Zinn, *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (pp. 17-30, 235-241, 249-250)

**\*\*\*DUE: Assignment #3 (Conceptual Framework for Practice, Literature Critique of Selected Topic, or Application of Transpersonal Theory to Clinical Practice-Scholarly Paper)**

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**Transpersonal Theory and Social and Economic Justice;  
Class Wrap-Up and Closure**

Readings: **Text:** Becvar, *Continuing the journey* (pp. 205-228); **SR:** Oppenheimer, Alma's bedside ghost (pp. 496-501); Shallenberger, *Reclaiming the spirit: Gay men and lesbians come to terms with religion* (pp. 81-94); Fitzgerald, *Reclaiming the whole: Self, spirit, and society* (pp. 407-413); Nash & Stewart, *Spirituality and hope in social work for social justice* (pp. 1-10)

**\*\*\*DUE: Journal Entry #6**

### Assignment #1: Self-Reflection Journal

All students will be expected to keep a self-reflection journal that records their reactions or responses to course readings, activities, and their selected contemplative practice. Each student will complete 6 “**journal entries**” to be turned in on a **biweekly basis** (see schedule below). Students will have a choice of one of two class sessions to write about for each journal entry.

Each entry must include reactions/responses to:

- a) **one reading** (specify by title and author); and
- b) **some aspect of the class session** (lecture, class discussion, class exercise, etc.).
- c) **their experiences with contemplative practices** (individually selected)

For each entry, include:

- The **number and topic of the class session being discussed** *and* the **date the journal is being turned in**. (e.g., Class #3: The Meaning of Spirituality for Self and Others; turned in 2/1).
- For reflections on the **reading** and the **class activity**, address the following:
  - 1) What was your **immediate reaction** to the experience? What is your reaction as you **reflect** upon it now?
  - 2) What **insights or questions** come up for you as you reflect on this reading or activity?
  - 3) What **next steps** related to your personal or professional development are suggested by your answers to these questions?
- For reflections on your **contemplative practice**, address the following:
  - 1) How is the practice going? What is the **pattern of your involvement** in this contemplative practice? Are there any changes you’d like to make?
  - 2) What **effects or changes** do you notice in your personal and/or professional life?

Journal entries are expected to move beyond description to demonstrate **self-analysis** based on **thoughtful reflection**. Simply stated, the point of this assignment is to turn “the eye inward” on your own process. It is important to note that students’ entries will be kept confidential and will not be graded on the *content* of their entries, but rather on students’ *ability to thoughtfully reflect* about their reaction/responses.

Journal entries should be approximately **3-4 pages long, typed, and double-spaced**. They will be assessed based on the following criteria:

- a. Comprehensive coverage of the noted areas for a reading, a class activity, and experience with contemplative practice.
- b. Evidence of thoughtful and critical self-reflection and analysis.
- c. Ability to produce readable, well-organized journal entry.

**Points assigned as follows:**

3 points = complete coverage, in-depth self-reflection & analysis, well-organized & well-written.

2 points = limitations in 1 area: coverage, reflection & analysis, or organization/writing.

1 point = limitations in more than 1 area: coverage, reflection & analysis, or organization/writing.

**Schedule for Assignment #1: Personal/Professional Journal**

<b><u>Due Date</u></b>	<b><u>Journal Entry Topic and Date</u></b>
2/1	<i>The Four Forces of Psychology/Psychotherapies; The Perennial Philosophy; Major Assumptions of Transpersonal Theory (Class #2) OR The Meaning of Spirituality for Self and Others (Class #3)</i>
2/15	<i>Transpersonalism and Spiritually-Sensitive Social Work Practice (Class #4) OR The Role of Consciousness in Transpersonal Theory (Class #5)</i>
3/8	<i>Early Pioneers: James, Jung, Maslow &amp; Assagioli (Class #6) OR Transpersonal Developmental Theories: Fowler, Wilber &amp; Washburn (Class #7)</i>
3/22	<i>Transpersonal Practice Theories: Existential, Psychodynamic, and Body-Oriented Approaches (Class #8) OR Goals and Context of Practice; The Nature of the Helping Relationship; Exemplar: Substance Abuse and Addictions (Class #9)</i>
4/12	<i>Assessment and Addressing Transpersonal/Spiritual Issues in Practice; Practice Exemplar: Death, Illness, and Other Losses (Class #10) OR Transpersonal and Spiritually-Oriented Practice Interventions; Practice Exemplar: Trauma (Class #11)</i>
4/26	<i>Working with Clients' Religious/Spiritual Sources of Support: Practice Exemplar: Interpersonal Relationships (Class #12) OR Ethical Dilemmas &amp; Guidelines; Practice Exemplar: Stress-Reduction and Wellness (Class #13)</i>

**Assignment #2: Theorist Review**

This assignment is designed to allow students to learn about a particular transpersonal theory in more depth. Students will select a contemporary transpersonal theorist and one of his or her major works to critically review. The instructor will provide a listing of theorists and writings; students may suggest additions to this listing. Final selection must be approved by the instructor.

The review should include the following areas: (Page numbers are provided as guidelines.)

- 1) Provide a brief overview of the theory or theoretical framework, including its name and major focus (1 page)
- 2) Identify whether the proposed theory or theoretical framework is primarily a *developmental* or *human behavior* theory (addresses explanation of human development or behavior) or whether it represents a *practice theory* or *practice model* (offers principles and techniques for change). Provide a rationale for your choice. (1-2 pages)
- 3) Describe the major tenets of the proposed theory or theoretical framework. Be sure to define major concepts and provide examples for illustration. (2-3 pages)
- 4) Identify what you consider to be the major contribution(s) of this theorist, as represented by the selected reading, to the field of transpersonal theory. (1-2 pages)
- 5) Rate the work on its “utility” for social work professionals (accessible? clearly written? engaging? relevant? worth recommending to others?). In other words, how many “stars” would you give this work (1 to 5 stars)? (1/2 page)

Papers should be **typed, double-spaced, and range between 6-8 pages**, not including the title page and reference list.

#### **Grading Criteria:**

- Comprehensive coverage of all aspects of the assignment
- Demonstrated understanding of key concepts of theory and its contributions as developmental/human behavior theory or practice theory/model
- Organization, clarity and demonstration of graduate-level writing
- Correct grammar, spelling, and use of 2001 APA referencing style (5<sup>th</sup> ed.)

### **Assignment #3**

#### **Option #1: Conceptual Framework for Practice**

This assignment is designed to help students apply course learning to the process of developing a conceptual framework for transpersonally-oriented, spiritually-sensitive practice. Therefore, it requires thoughtful and critical application of knowledge and insight gained through the class readings, discussion, exercises, etc. with a particular client system and practice situation. “Client system” refers to practice with an individual, couple, family, or small treatment group. Course textbooks, supplemental readings, and class handouts can serve as the primary sources for the development of this assignment, although additional sources may also be utilized. Papers should be **typed, double-spaced, & range between 10-12 pages**, excluding title page, references & appendix.

- **Conceptual Framework** (2-3 pages): Articulate your own understanding or definition of “*transpersonally-oriented, spiritually-sensitive*” social work practice. Identify the major components of a *conceptual framework* for such practice, specifying key areas of knowledge, skills, and values. Include a diagram that illustrates your proposed conceptual framework as an Appendix.
- **Practice Situation** (2-3 pages): Describe a professional (or volunteer, if necessary) *social work practice situation* that will be the focus for application of your proposed conceptual framework for practice (either a practice situation that you are working with now or have in the past). Give the background of the client system, including the presenting problem, issue, 8or goal to be addressed. Discuss the transpersonal or spiritual/religious aspects of the client system’s situation, including existing strengths/supports and/or limitations/barriers operating within both the client system and the surrounding environment.
- **Plan for Practice** (4-5 pages): Explain how your proposed conceptual framework in Part A could be utilized to provide transpersonally-oriented, spiritually-sensitive social work with the practice situation described in Part B. Discuss how you would use transpersonal theory to both understand the client system’s development or behavior (*explanatory* function) and as a guide for practice (*principles/strategies for change* function). Also address implications of the conceptual framework for *goals and context for practice, nature of the helping relationship, strategies for assessment, the use of interventions, the process of referral and/or collaboration with religious/spiritual support systems, and use of ethical guidelines.*
- **Diversity/Social & Economic Justice Issues** (2-3 pages): What specific *diversity* (both religious/spiritual diversity and other aspects of human diversity) and/or *social and economic justice* issues need to be considered in the application of your conceptual framework to this particular practice situation? How should these issues be addressed or handled?

#### **Grading Criteria:**

- Comprehensive coverage of all aspects of the assignment
- Ability to use key course concepts in developing conceptual framework

- and apply appropriately to practice situation
- Organization, clarity, and demonstration of graduate-level writing
- Correct grammar, spelling, and use of 2001 APA referencing style (5<sup>th</sup> ed.)

### **Option #2: Literature Critique of Selected Topic**

This assignment is designed to allow students to engage in more in-depth study of a particular topic covered by the course. Students will select 8 articles related to this topic for review and critique. Articles should be selected primarily from recent, peer-reviewed social work or related journals and should include both empirical research and conceptual writings. Articles must be beyond the readings listed on the syllabus and may not be assigned readings from other classes. *Final topic areas must be approved by the instructor.* Papers should be **typed, double-spaced, and range between 10-12 pages**, excluding title page and references.

- Identify the area selected for study and describe the process of your literature search (targeted journals and data bases, years of search, inclusion/exclusion criteria) (1/2 - 1 page)
- Provide a 1-page summary for each article. For empirical research, this should include a succinct overview of the purpose of the study, a brief description of the methodology (research questions or hypotheses, sample, design, data collection), and a synopsis of major findings. For conceptual writings, identify the key concepts or theoretical frameworks proposed by the author(s).
- Include a 2-3 page critique of the selected readings, including analysis of their contributions to our knowledge of the targeted area and implications for clinical practice. Identify how the selected literature has expanded your understanding of the topic.
- Include an alphabetized reference list of the 8 articles and submit copies of each article with your paper.

#### **Grading Criteria:**

- Comprehensive coverage of all aspects of the assignment
- Ability to produce succinct summaries of readings and critique analysis of contributions to the knowledge base/clinical practice
- Organization, clarity, and demonstration of graduate-level writing
- Correct grammar, spelling, and use of 2001 APA referencing style (5<sup>th</sup> ed.)

### **Option #3: Application of Transpersonal Theory to Clinical Practice (Scholarly Paper)**

This assignment is designed to help students extend course learning into a particular area of clinical practice. Examples of suitable topics include understanding specific aspects of human development, various approaches to clinical assessment, the use of spiritually-derived interventions, working with clients' diverse religious/spiritual perspectives and/or sources of support, ethical issues/dilemmas, practitioner-client relationships, specific problems in living or life transitions that clients may encounter, or issues of practitioner ongoing growth and development. Regardless of topic, the focus of this paper is a **critical analysis of the relevance or application of transpersonal theory to the targeted area of clinical practice**. *Final topic areas must be approved by the instructor.*

As an assignment that can fulfill the "Scholarly Paper" requirement for MSW students, it involves a **substantial search of the literature** and must adhere to the following guidelines:

- Papers must be **typed and double-spaced, and range between 12-15 pages**, exclusive of title page, references, tables, and appendices.
- A **minimum of 12 references** is required, with the majority of references coming from recent, peer-reviewed social work and related journals, beyond those listed as required readings on the course syllabus. Secondary references may include books and book chapters, technical and research reports, proceedings of meetings, doctoral dissertations, audiovisual media, and electronic media.
- **Format** must follow the most recent edition of the *Publication Manual of the American Psychological Association*, including guidelines for parts of a conceptual manuscript; formal writing style; organization and headings; margins, spacing, and font size; reference citations in text; figures and appendices; and reference list.

**Grading Criteria:**

- Comprehensive coverage of all aspects of the assignment
- Ability to synthesize relevant literature and provide critical analysis of selected practice issue within the lens of transpersonal theory
- Organization, clarity, and demonstration of graduate-level writing
- Correct grammar, spelling, and use of 2001 APA referencing style (5<sup>th</sup> ed.)

## References: Supplemental Readings

- Battista, J. R. (2005). Abraham Maslow and Robert Assagioli: Pioneers of transpersonal psychology. In B. W. Scotton, A. B. Chinen, & A. Chunen (Eds.). *Textbook of transpersonal psychiatry and psychology* (pp. 52-61). New York: BasicBooks.
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- Lubin, H., & Johnson, D. R. (1998). Healing ceremonies. *Family Therapy Networker, 22*(5), 38-39, 64-67.
- Hickson, J., & Phelps, A. (1998). Women's spirituality: A proposed practice model. In D. S. Becvar (Ed.), *The family, spirituality, and social work* (pp. 43-57). Binghamton, New York:

Haworth Press.

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